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edge and facts in somewhat the same manner that a squirrel stores up nuts. Others think of it as a process of tabulating and classifying the experiences of life, making a sort of mental-filing system like the Library Bureau. Still others have hoped to see it grow into a means of producing skilled and finished artisans or trades-people. None of these is sufficient or proper because none sees the problem as a whole but only as a very small part of the whole.

The statement of England's educational problem is the statement of any nation's educational problem. The correct attitude for England to assume in working out a national program is the correct attitude for any democratic state. The factors that determined the action of the special committee on English are the factors to determine action in any committee sitting on great educational policies. This statement, this attitude, these factors are to be found in such paragraphs as the following taken from the article by Miss Spurgeon:

"The chief factor in the present divorce between education and reality is the theory, long accepted, that the process of education is the performance of compulsory hard labor, a 'grind' or 'stiffening process,' a 'gritting of the teeth' upon hard substances, with the primary object, not of acquiring a particular form of skill or knowledge, but of giving the mind a general training and strengthening.

"If this thory were abandoned, the whole educational problem would be made easier, and it would be possible to secure for the child a living interest and a sense of purpose in his work. This purpose would be realized more and more fully as it came to be understood that education is not the same thing as information or discipline, or even the dealing with human knowledge divided up into so-called 'subjects.'

"True education, the 'drawing-out' and training of already existing faculties, is really guidance in the acquiring of experience. For the gaining of experience, physical, mental, and spiritual, is the one thing which matters; it is in this continuous gain that life itself consists, and the full garnering and expression of this experience is the highest end we can see for man—'ripeness in all.'"

It is a source of speculation as to whether all the leaders of educational thought and practice in England—and elsewhere—have caught this vision and have seen that real education, whether of a lower or higher order, is the process of garnering life experiences and of becoming skillful in the use of the tools with which to fashion these experiences into a healthful, true, beautiful, and good life.

EDUCATION AS AN ASSET TO SUCCESS

NO matter what a man's work he can do it better if he is well informed. And the point here is that education, while it has a larger bearing than a mere preparation for one's trade or profession, it is the very best equipment for any sort of efficiency.

Whatever your peculiar calling, your expertness is more telling if it rests upon a basis of general culture.

As a stenographer you will do better work and your chances of advancement are much greater if you are familiar with history, know your Shakespeare, and are not in doubt as to whether Botticelli is "the name of a cheese or a violin."

As a lawyer, doctor or preacher, your reputation will very likely rest as much upon your "all aroundness," your wide acquaintance with the inside of great books and the general impression that you are not a narrow minded specialist, as it will upon your technical finish.

Culture means intellectual background.

It means accumulated force behind your stroke.

It means that you are not only capable yourself, but that you know how to absorb and use the capability of wiser persons.

It gives you perspective.

It increases your personality.

It strengthens your influence.

It keeps you from settling down to become a mere cog in the wheel, a little specialized piece of machinery to do a certain task, and makes you a Human Being, alive, vibrant, radiating.

It makes you Somebody, not just Anybody.

Many a mother has realized too late that she has no hold upon her children because of her lack of knowledge. They have grown up and gotten away from her.

Many a man has risen in the business world only to be humiliated because he has neglected to acquire that education which alone would qualify him to mingle on terms of equality with well informed people.

In fact, no man or woman, who has neglected an education, does not bitterly regret it sooner or later.

And no living person was ever sorry that he had secured an education.

There never was an age in the history of the world when it was so true as it is now that "Knowledge is power."

And Knowledge is open to Everybody.

Its gates are unlocked, its door is unlatched, its road is as free as the king's highway.

The only things that prevent any person from acquiring useful knowledge are laziness, self-indulgence, weakness and procrastination.

Even if you did not get a chance to go to school, or if you failed to improve your opportunity when young, you can still set out upon the royal road to Education if you have the will.

And even in the case of those who are college graduates, the best part of their education is gotten from their studies in the ten years after leaving school.

There is no single thing so essential to Success, in whatever calling, as Education.—Dr. Frank Crane.

SUMMER SCHOOLS GROWING

IN THE JANUARY NUMBER of the *Journal of the N. E. A.* there is an article by Dean Walters, of Swarthmore College, setting forth in some detail the statistics that have to do with the size of summer schools in 1920 and in 1921 all over the United States.

In the 241 universities and degree-granting institutions the increase in enrollment of 1921 over 1920 was on the average 28 per cent. Using the same institutions and comparing enrollment data for full-time regular students for the corresponding regular sessions it appears that enrollment in the regular session for 1920-21 fell off 3 per cent over the enrollment for the session for 1919-20.

This encouraging situation was not confined either to any one section of the country for arranging the data on the geographical basis used by the U. S. Bureau of Education it is found that in every geographical section the increase in summer school attendance in 1921 over that of 1920 varied only slightly from the central tendency of 28 per cent.

In a grand total of 410 institutions offering summer courses in 1921 there were in attendance 253,111 students and many of them teachers in secondary schools. Taking the 50 largest institutions alone there were enrolled in them 88,129 students whereas five years ago in 44 of the fifty the total enrollment was 56,242, a gain of 56 per cent in 1921 over 1916.

Whatever other causes may have been at work to produce this increase one can feel very sure that a greater professional pride, and a more vital interest in educational problems by the individual factor were two very important factors. Our entire body of teachers is coming to see and understand that the surest and quickest road to satisfactory salary schedules is by way of increased teaching efficiency. It is nothing short of cold fact that public opinion will pay well the teacher who can "deliver the goods," which is only another label for teaching efficiency.—L. A. W.

THE MUSIC SUPERVISORS' NATIONAL CONFERENCE

ON THE TWENTIETH of March will convene in Nashville, under the roof of George Peabody College for Teachers, the eighteenth meeting of the Music Supervisors' National Conference. This means much to the entire South as it is the first time such an educational body has met in Dixie, and it is hoped that this meeting of musicians will stimulate interest in music for the public schools, colleges and universities. It has been the custom of the conference to go where it could "get something" of benefit to its members from inspection of the music work in the public schools. This year the idea is to try to "give" some of its knowledge for the betterment of music in the whole country. The main point in the discussion will be the crediting of music done in high school as college entrance requirement. Most of the colleges in the United States do not credit music work done in high schools. In the South some colleges have actually been taken from the "approved" list because they did credit music. The conference has worked out a very acceptable course of music study for the grades. It now is going to attempt the same thing for high school and college through the assistance of college men. What phase of music should have credit in the high school? Is music of educational value? What do the colleges and universities demand of the high school in music for college and university entrance? These are some of the things that must be settled. They can never be settled by the college men, alone, nor the musicians alone. The two elements must come together, that is what is hoped will happen at this meeting. The musicians will be here. Will the college men do their part and be here also?

To those interested in the entertainment side, there will be four concerts and a banquet for the night programs. The great violinist, Morini, the artistic pianist, Souvaine, the Fisk Jubilee Singers and the Supervisors' Chorus and Orchestra will be the entertainers. The programs for the day time include the Nashville Symphony Orchestra and visiting school orchestras and choruses.

The officers of the conference hope for the closest co-operation on the part of school men generally. There will be about six-hundred supervisors, may we not expect half that many school men?

If you contemplate attending any one of the larger summer schools this year, you had better make application early. The larger schools will not be able to accommodate all who want to attend them.